ANNUAL REPORTS

OF

THE MANITOBA LITERACY COUNCIL

AND

THE MANITOBA LITERACY OFFICE

FOR

1989/90

Manitoba Literacy Office
100-1200 Portage Avenue
Winnipeg, Manitoba
R3G 0T5

91-06815/

ANNUAL REPORT OF MANITOBA LITERACY COUNCIL - 1989/90

This **REPORT** covers the first 13 months of operation of the Council, that is, the period August 1, 1989 - August 31, 1990.

Terms of Reference

The Minister provided the Council with draft **Terms of Reference**, which, after discussion by the Council, were modified somewhat and approved by the Council on December 3, 1989, and by the Minister on January 8, 1990. The approved **Terms of Reference** are appended.

Objectives of the Council

The **Objectives**, as stated in the **Terms of Reference**, are:

A. To advise the Minister on:

a) a provincial literacy policy

b) a comprehensive provincial literacy strategy, taking into account the recommendations of the Task Force on Literacy

c) the promotion of literacy activities and the development of literacy awareness programs

d) the activities of the Literacy Office, its programming and expenditures

e) assessment of future and evolving literacy needs in Manitoba.

B. Specifically, to provide the Minister of Education and Training with an annual report on its activities, together with observations, comments and advice on the work of the Literacy Office in respect to provincial literacy policy and strategy.

Schedule of Responsibilities

The **Schedule**, as stated in the **Terms of Reference**, and the extent to which the Council has met the **Schedule**, are described below:

1. The Council shall meet bi-monthly, otherwise at the call of the Chair.

   During the period in question, the Council held 9 meetings as follows:

   August 2, 1989
   August 22, 1989
   November 2, 1989
   December 14, 1989
   February 1, 1990
   April 19, 1990
   June 14, 1990
   August 21, 1990
   August 28, 1990

2. Responsibilities in the first year will be to:

   a) recommend a provincial literacy policy and propose a strategy for the implementation of continuous literacy programming:

      - the proposed **"STRATEGY AND POLICY RECOMMENDATIONS"** were approved at the Council meeting of August 21, 1990, and are appended hereto.

b) analyze and priorize the recommendations of the Task Force on Literacy:

- the Council has reviewed all of the recommendations and has forwarded the ones of greatest urgency to the Minister.

c) complement, enhance and support the work of the Literacy Office in liaison with the communities:

- this responsibility was discharged by the participation of the Council in the ADULT LEARNERS'/PRACTITIONERS' Conference (April 6, 7 and 8, 1990)
- at each Council meeting, Council members received a report from the Literacy Office on its activities and discussed this report at length
- individual Council members participated actively in various literacy initiatives.

d) recommend activities for the International Year of Literacy commencing January 1, 1990, and the International Literacy Day on September 8, 1990:

- the Council provided funds from its budget to enable the Literacy Office to hire a temporary International Literacy Year Coordinator. This accentuated activities during 1990

- the Council provided funds from its budget (on a one-shot basis) to provide badly needed reading materials for a number of provincially funded literacy programs
- additionally, the Council emphasized the need to recognize the crucial role played by literacy practitioners. This emphasis was responsible, in part, for the decision to expand the "Learners' Conference" to a "Learners'/Practitioners' Conference"
- the Council also emphasized the need for greater involvement of the school system in literacy activities. In this connection, it has discussed the matter with Ed Buller, Assistant Deputy Minister of Program Development and Support Services, and Carolyn Loeppky (Inner City Initiative Branch). Further, it is arranging (for November 28, 1990) a workshop among the Council members, the teacher training institutions, and a number of proprietors of literacy programs in the Province
- the Council proposed no activities for International Literacy Day on September 8, 1990. However, many literacy activities did occur on that day.

e) recommend provincially run literacy awareness programs which would target parents and schools and specific adult communities where need exists, as well as recruitment of learners for adult literacy programs in Manitoba:

- the Council participated slightly in a Department of Education and Training Drawing/Slogan/Jingle Contest and (through the Chair) in vetting the proposed terms of reference for a Lieutenant-Governor's Medal for Literacy
- the Council encouraged the Literacy Office in its awareness raising efforts and made many suggestions regarding those efforts
- *individual members* did much to fulfill the recommendation.

Review of Activities of the Literacy Office

This **Review** is required by **Objective A(b)**. Accordingly, at its meeting of August 28, 1990, the Council reviewed and discussed the **MANITOBA LITERACY OFFICE ANNUAL REPORT: 1989/90**, which is appended.

- First, and most important, the Council commends the staff of the Literacy Office on its diligent and effective work during the first year of operation of the Office. In particular, the Council encourages the

Literacy Office to continue subjecting programs to follow-up analysis and evaluation, keeping in mind the goals of the learners as well as the overall goals of the program.

- Second, the Council observes the existing programs funded through the Literacy Office, although meritorious and effective in their own right, affect only a small fraction of those seeking or needing help.
- Third, the Council recommends greater involvement of school divisions in the funding and offering of literacy programs.
- Finally, the Council recommends that enhanced and assured funding be provided to those proposed programs which meet criteria established by the Literacy Office in consultation with the Council.

Membership

Members of the Council were appointed by the Minister, often on the recommendation of educational organizations. A number of membership changes have occurred during the period in question. A complete list entitled "**MANITOBA LITERACY COUNCIL - ATTENDANCE**" is appended.

Submission to Minister

This **ANNUAL REPORT** is respectfully submitted to the Minister of Education and Training on behalf of the Manitoba Literacy Council.

Henry E. Duckworth

Henry E. Duckworth
Chair
October 31, 1990

Revised 89 12 05

MANITOBA LITERACY COUNCIL

TERMS OF REFERENCE

INTRODUCTION

Literacy is recognized as an issue affecting all areas of society. On October 14, 1988, the Government of Manitoba established a Task Force on Literacy to examine the nature and scope of the problem. The Task Force stressed the urgent need for more access to literacy skills to ensure full participation of Manitobans in an advancing economy; the need to overcome the division between those with necessary skills and those barred from full social and economic participation by reason of illiteracy, and the need to create a council to advise on how these issues can be addressed.

NAME

The name of the advisory body shall be the Manitoba Literacy Council.

POWERS

The Council shall be responsible for providing policy advice to the Manitoba Literacy Office and for advising the Minister of Education and Training on matters relating to literacy. The Council shall be advisory in nature and shall not have responsibility for the implementation of programs or policies.

GOALS

The central goal of the Council shall be the elimination of illiteracy in Manitoba. The Council shall provide advice on literacy programming; to encourage direct and ongoing involvement of communities, learners and educators in a comprehensive approach to literacy; and to develop strategies for change and improvement.

OBJECTIVES

A. To advise the Minister on:

a) a provincial literacy policy;

b) a comprehensive provincial literacy strategy, taking into account the recommendations of the Task Force on Literacy;

c) the promotion of literacy activities and the development of literacy awareness programs;

d) the activities of the Literacy Office, its programming and expenditures;

e) assessment of future and evolving literacy needs in Manitoba.

B. Specifically, to provide the Minister of Education and Training with an annual report on its activities, together with observations, comments and advice on the work of the Literacy Office in respect to provincial literacy policy and strategy.

REPORTING RELATIONSHIP

The Council shall report directly to the Minister of Education and Training on all matters pertaining to literacy issues and needs in Manitoba.

MEMBERSHIP

The members of the Council shall be broadly representative of all segments of Manitoba's population.

Both public and private sectors shall be represented by the Council in order to ensure that the views of these sectors and the respective communities they represent are fully considered.

The Council shall consist of no less than 12 members and no more than 20 members. A quorum shall consist of 50% of the membership.

A Chairperson and the members shall be appointed by Lieutenant-Governor-in-Council on recommendation of the Minister of Education and Training.

Term of appointments shall be for 2 years, subject to extension.

SCHEDULE OF RESPONSIBILITIES

1. The Council shall meet bi-monthly, otherwise at the call of the chair.

2. Responsibilities in the first year will be to:

a) recommend a provincial literacy policy;

b) propose a strategy for the implementation of continuous literacy programming;

c) analyze and priorize the recommendations of the Task Force on Literacy;

d) complement, enhance and support the work of the Literacy Office in liaison with the communities;

e) recommend activities for the International Year of Literacy commencing January 1, 1990, and International Literacy Day on September 8, 1990;

f) recommend provincially-run literacy awareness programs which would target parents and schools and specific adult communities where need exists, as well as recruitment of learners for adult literacy programs in Manitoba.

AUGUST, 1990

MANITOBA LITERACY COUNCIL

STRATEGY AND POLICY RECOMMENDATIONS

PREAMBLE:

In April, 1989, the Manitoba Literacy Task Force submitted 28 recommendations to the Manitoba Minister of Education and Training. The establishment of the Manitoba Literacy Council in July, 1989, and the Manitoba Literacy Office in September, 1989, followed directly from two of these recommendations. The Literacy Council recognizes the need for sensible and sensitive policies and strategies to combat illiteracy in Manitoba, and the relevance of the findings of the Task Force in this connection.

1.0 Definition:

"Literacy" may be defined as the ability to read, write, and comprehend and use mathematics adequately to satisfy whatever requirements the learner determines are important to his/her life.

"Functional Literacy" is the ability to perform effectively written communication tasks in a society based on print.

2.0 The Constituency:

The target constituency is the estimated 180,000 Manitobans who are illiterate or functionally illiterate (65,000 more than 50 years of age).

3.0 The Mission:

The mission for the Province of Manitoba is to prevent illiteracy and to develop a range of pathways for all who wish to become literate for personal satisfaction, increased social participation and social contribution, and improvement of employability. It is important to note that in the present age of information technology, the majority of jobs are only accessible to those with high levels of functional literacy.

4.0 Appropriate Literacy Initiatives:

4.1 Promotion and Awareness: R7, R8, R16, R22*

A province-wide campaign should be organized to enhance public awareness and to elicit private and public support for specific literacy projects.

* **The "R" references are to recommendations in the Task Force Report.**

4.2 Accessibility: R4 - R7, R9, R16, R19, R21

Accessibility to literacy programs should be greatly improved, with particular attention to at-risk students, adult learners, aboriginal peoples and those whose mother tongue is neither English nor French.

4.3 Community Resources: R4, R9, R16

Community and regional resources should be mobilized to achieve greater accessibility. In particular, greater use should be made of the public school system, the post secondary institutions, school-related organizations, and private training institutions. The Manitoba literacy initiative will be coordinated by the Manitoba Literacy Office. Libraries, churches, businesses, communities and individuals also have important roles to play. Retired persons could make a unique contribution to the cause.

Most programs should be community-based and learner-centred.

4.4 Program Planning and Delivery: R7-R9, R15, R19, R22

A strategy should be developed to identify "at-risk" students and students with special needs in the public school system, to develop alternative programs relevant to the needs of these students, and to link community resources with existing school resources for the benefit of "at-risk" students.

A learner-centred, community-based strategy should be developed to support adult literacy activities throughout Manitoba involving the educational system and the community at large with the general focus areas (some of which overlap): Aboriginal, Multi-cultural, Urban, Rural, Northern, Francophone, Inmate, and Disabled.

A strategy should be developed to explore the possible use of distance education technology to bring literacy instruction to remote communities.

4.5 Professionalism: R14, R15, R24 - R28

Activities and resources should be made available to improve the skills of volunteer and paid instructors both in the area of literacy teaching methods and in

the areas of production and selection of literacy learning materials.

In this connection, steps should also be taken to give greater recognition to literacy instructors and the importance of their work.

4.6 Recognition and Articulation: R16 - R18, R20, R23

Literacy achievers should be appropriately accredited.

4.7 Funding: R2, R4, R5, R10 - R13, R21

a) The Province of Manitoba should provide funding for the operation of the Manitoba literacy initiative on an annual basis, including:

1. the administration and support services of the Manitoba Literacy Office in Winnipeg.

2. the establishment of literacy field offices in rural and Northern Manitoba.

3. the operation of the Manitoba Literacy Council's program initiatives through its Literacy Office.

4. the development and acquisition of literacy materials.

5. support of other initiatives that may emerge from time to time.

b) The funding for program delivery should be distributed equitably among the focus areas listed above (Aboriginal, Multicultural, Urban, Rural, Northern, Francophone, Inmate, and Disabled).

c) Consideration should be given to establishing a Literacy Foundation that would accept contributions from Government departments, charitable organizations, business, industry, individual community residents, and other groups.

* Attached are the Terms of Reference of the Saskatchewan Literacy Foundation.

4.8 Assessment: Manitoba Literacy Council (MLC)

Assessment mechanisms should be developed by the Literacy Office to measure the success of provincially funded literacy programming.

Assessment mechanisms should be developed by the Manitoba Literacy Council to gauge the success of its own work.

4.9 Budget Review and Annual Report: MLC

The Manitoba Literacy Council should produce an Annual Report and review the budget and achievements at the end of each fiscal year and recommend any required changes for the following fiscal year.

4.10 Program Proposals: MLC

Literacy program proposals from the public and private sector should be submitted to the Literacy Office for funding consideration for programming. Proposals will comply with criteria approved by the Manitoba Literacy Council.

MANITOBA LITERACY OFFICE

ANNUAL REPORT: 1989/90

The following report summarizes the main activities of the Manitoba Literacy Office between September, 1989, and August, 1990. The report is divided into several sections in accordance with the various types of activities undertaken by Literacy Office staff. The report concludes with a description of plans being made for activities in the coming year and a discussion of the possible long-term direction of the literacy initiative in Manitoba.

The Opening of the Literacy Office

The Manitoba Task Force on Literacy released its report entitled Pathways for the Learner: A Strategy for Literacy for Manitobans in June of 1989. One of the key recommendations of the report was the formation of a provincial Literacy Office.

The Manitoba Literacy Office was established at 100-1200 Portage Avenue in September, 1989. The Literacy Office was given the task of implementing a province-wide literacy policy and providing leadership in the development and delivery of community-based, learner-centred adult literacy programming. Two additional satellite Literacy Offices were established in Brandon and The Pas in January, 1990.

The Literacy Office Staff

The Literacy Office staff includes Devron Gaber, the Provincial Literacy Director, who was hired in September, 1989; Robin Millar, the Adult Learning Specialist transferred to the Literacy Office from the Adult and Continuing Education Branch; Gwen Merrick, the Provincial Program Coordinator hired on a term-basis in November, 1989; two Literacy Community Developers in Brandon and The Pas (Marion Terry and Joseph Young), hired in January, 1990; and Mary-Ann Layton, the Secretary seconded from the Post Secondary and Career Development Branch and now transferred to the Literacy Office budget line. An International Literacy Year Coordinator was also hired on a contract basis from January 29 to March 30, 1990, with funding from the Manitoba Literacy Council operating budget.

Duties of Literacy Office Staff

The main duties of the Literacy Office staff include providing:

a) a vehicle for processing applications for both provincial and federal funding of literacy programs;

b) assistance in the development and delivery of literacy programs, as well as evaluation of program success;

c) ongoing training for teachers and volunteers/tutors in adult literacy instructional techniques;

d) assistance in the development of learning materials and referrals to other available materials;

e) a vehicle for networking amongst programs and amongst literacy practitioners;

f) information to various individuals and organizations in an attempt to raise public awareness of the issue of illiteracy and the efforts being made in Manitoba to address the issue.

Further information on the above duties will be provided in the remainder of this report.

The Provincial Funding Process

The main function of the Literacy Office has been to process applications for both provincial and federal funding for literacy programs and projects. In terms of provincial funds, criteria were set to determine eligibility for funds and applications were sent out across the province. A major criterion was strong support from a wide variety of groups and individuals in the community. The goal was to fund community-based, learner-centred adult literacy programs, as suggested in the Task Force Report. Funding was distributed according to the five focus areas established in the Task Force Report: northern, urban, rural, aboriginal, and multicultural. Two additional focus areas for francophone and inmates were established to account for applications being received from those two groups. A total of 92 applications for provincial funding were received.

Funds in FY 89/90 were paid out in two stages according to the recommendations of two Treasury Board Minutes. The first set of funding totalling $154,200 was sent out in September, 1989, to allow the continuation of 10 existing adult literacy programs.

The second set of funding was paid out in February and March, 1990, to groups that were successful in the application process. A total of $276,665 was given to allow the start of 13 new

community-based literacy programs funded at an average level of $21,600 each, $64,360 was given as Program Support grants for the enhancement of 16 existing literacy programs, $41,775 was given to 5 groups to sponsor awareness-raising projects, and $50,000 was paid to 3 school divisions for the provision of ESL Literacy Programming for immigrant adults.

Description of a Typical Provincially Funded Literacy Program

The typical literacy program funded through the Literacy Office is run by a volunteer Literacy Working Group composed of members from various organizations in the community. The program is operated for at least 10 hours a week, usually in afternoons and evenings. Learners attend on a drop-in basis whenever their schedules allow them to attend. Some funding is provided to cover child care and transportation costs so that potential learners with children and/or without transportation are able to attend the literacy class. The goal of basic literacy training is to remove as many barriers to participation as possible for those who have decided to improve their literacy and numeracy skills.

The literacy class generally operates in a group setting in a local community hall or Friendship Centre. The training, however, is always individualized to meet the varied needs of each learner. Some activities also occur in small groups. The training is provided by a paid teacher who may or may not be a certified teacher but must have adequate reading and writing skills. The teacher is paid for at least 10 hours of teaching time and 3 hours of preparation time per week at an average of $15.00 an hour. Many programs also use volunteers to work with students on a one-to-one basis in the classroom, thus lowering the teacher/student ratio.

Learners enter classes with a broad range of abilities and goals. Thus, a set curriculum is not used in the programs. Instead, the training is designed to meet each person's goal at the level of that person's reading and writing ability upon entry. The learners range from totally illiterate to functionally illiterate, with the vast majority of students being able to read and write to some extent. Learners are taught reading, writing, and numeracy skills with the emphasis on a whole language rather than a phonics approach to instruction. The goal of the literacy program is to improve the literacy/numeracy skills of generally non-confident adult learners and in the process raise the learners' confidence levels in their ability to learn and to partake in possible further training.

It should be noted that not all provincially funded programs adopt the above approach to training as there is at least one program that does literacy training with volunteer tutors on a one-to-one basis in the tutor's home.

Statistics on Student Participation in Programs

The Literacy Office has sent out a Statistical Return form to all adult literacy programs in the province, including provincially funded programs. The purpose of the form is to gain valuable demographic information about the adult population attending literacy classes. Statistics derived from the form have been collected and compiled for most of the literacy programs in the province. However, a few provincially sponsored programs have yet to send in their forms. A complete summary of the results of the statistical form will be made available at the August 28 meeting of the Literacy Council.

Evaluation of Literacy Programs

Evaluating a truly community-based literacy program presents an interesting challenge. One must conduct an evaluation which assures that the needs of the learners and the community are being met and that the community group receiving funding is accountable for the use of public funds. At the same time, one must conduct an evaluation which is as non-threatening as possible and which is not seen as an external evaluation by the funder of the community group which has supposedly been given real control over the literacy program.

In order to meet the challenge of fairly and accurately evaluating community-based programming, the Literacy Office has developed the Good Practice Guide. The Guide was sent out to all provincially funded programs, and the Literacy Office provided a one-day workshop to explain its use.

The Good Practice Guide consists of four parts. Part 1 involves analyzing the teaching practice, both from the practitioners' and the learners' points of view. Part 2 involves an analysis of how the program was organized in terms of publicity for the program, the availability of classes, the type of instruction, the levels of instruction provided, the support from providers, and the training of staff and volunteers. Part 3 involves an analysis of program funding, including a description of the physical space for the class and the resources used in the class.

Part 3 concludes with a detailed budget of how funds were spent. Parts 2 and 3 are completed by the local Literacy Working Group and by the practitioner.

Part 4 results in a written Development Plan which takes into account the information from the first three parts about the previous year's literacy provision and determines the needs and priorities for the coming year. Thus, the Guide is seen as a non-threatening mechanism for self-evaluation to determine program strengths and weaknesses and to help devise a plan for improving on program quality.

The Good Practice Guide was used for the first time in 1989/90 and will be revised for next year according to suggestions and comments from the program personnel using the Guide. The Guides were completed by mid-August, and summaries of the results of each program were prepared by the Literacy Community Developers. These summaries plus the results from the Statistical Return will be used in the application process for 1990/91 funding for existing programs.

Secretary of State Funding for Literacy Programs

The federal government funds literacy projects in Manitoba through the Secretary of State Literacy Secretariat. The Secretary of State funds pilot/demonstration projects, research projects, materials development, conferences and awareness-raising activities, but it does not fund ongoing literacy projects. All proposals for Secretary of State funds are made through the Manitoba Literacy Office. A total of $500,000 in Secretary of State funds is anticipated in the 1990/91 fiscal year.

The following projects have been approved by the Secretary of State for the 1989/90 fiscal year:

a) a bilingual American Sign Language/English pilot literacy project for deaf adults;

b) literacy programming in five Northern Native communities under the auspices of Frontier School Division;

c) Journeys Education Association to operate a literacy program that serves as a practicum training site for literacy practitioners;

d) a combined Learners'/Practitioners' Conference from April 6 to 8, 1990;

e) a second "Let's Talk Literacy" Conference at Red River Community College to determine progress being made in Manitoba's community colleges to address the literacy issue;

f) research from a language education perspective to determine the efficacy of the Pathfinder Learning System in improving adults' reading and writing skills;

g) The Manitoba Library Association to develop an extensive bibliography of appropriate adult literacy materials and to purchase rotating collections of these materials;

h) The Elizabeth Fry and John Howard Societies to provide literacy instruction in provincial correctional institutions.

The final negotiating meeting for Secretary of State funds occurred on November 8, 1989, and funding was announced by the federal government on February 14, 1990. All funding was paid directly to the applicants by the federal government. The staff of the Literacy Office worked directly with the groups in the development and delivery of programs and projects.

Literacy Office Training Events

One of the main roles of the Literacy Office since its inception has been to provide ongoing training to literacy practitioners and volunteers currently working in literacy or ESL. The Office employs an Adult Learning Specialist who determined the schedule of training events for 1989/90 after conducting a needs assessment of practitioners in provincial programs. In the last year, five 3-day introductory courses were offered in various locations across the province with approximately 20 participants in each course. An additional 15 courses were offered at a more advanced level to experienced literacy and ESL practitioners and volunteers, usually with about 10 students per course.

The Literacy Program Coordinator in Winnipeg and the Literacy Community Developers in Brandon and The Pas have begun to offer introductory training courses, which will free the Adult Learning Specialist to offer more advanced level training. The training events at all levels use a practitioner-learner model which often includes a practicum with volunteer learners in an existing adult literacy program.

The 1989/90 schedule included a variety of workshops and courses such as:

- Introduction to Literacy Work
- Learning Styles and Learning Difficulties
- Evaluation of Learners
- Working with Multi-Level Groups
- Reading and Beginners

Materials Development

The development of appropriate reading materials has been a major concern for literacy programs in Manitoba. To address this concern, the Literacy Office has been instrumental in producing collections of students' writing. To date, two collections have been produced using desktop publishing capabilities in cooperation with Journeys Education Association and are available from the Literacy Office. Student writing from around the province was collected, and learners from Journeys cooperated in doing the copy typing, lay-out, selection of artwork, and so on.

Many practitioners in new programs are unaware of the kind of writing students might develop when using the language experience approach to teaching. To educate new practitioners, the Literacy Office has produced collections of writing with contributions from students and tutors. In the future, the Literacy Office plans to produce collections of student writing from various programs, including reading material of specific interest to Native students, social studies materials, and a student newspaper.

The Literacy Office has also produced resource materials for programs in the form of a Volunteer Tutor Pack which includes both general information on literacy teaching and practical tips on how to do literacy activities. Future plans for other resource materials include the development of a Trainers' Resource Kit, a Modelling Writing Pack, and an Initial Assessment of Learners' Pack.

Presentations to Various Organizations and Displays

One of the duties of the Literacy Office staff is to make presentations to various organizations on the subject of illiteracy and about the Manitoba literacy initiative. There have been many requests for such presentations in 1989/90 because of the added attention focused on literacy when UNESCO declared 1990 as International Literacy Year (ILY). Some of the groups that invited Literacy Office staff to speak include:

- Bookmates Volunteer Reading Program
- Winnipeg Volunteer Reading Aides
- United Nations Association in Canada
- Manitoba Library Association
- Canadian College of Teachers
- J. M. Young School in Eden, Manitoba

The Literacy Office has also arranged displays at various conferences and events, such as:

- Manitoba Association for Continuing Education Wine and Cheese
- Opportunities: Portage and District Conference
- Canadian Association for Community Education Conference
- Career Symposium - Winnipeg

Awareness-Raising Activities

The year 1990 has been named International Literacy Year (ILY) by UNESCO. In recognition of ILY, the Literacy Office has arranged and participated in many activities and events designed to help raise public awareness about the issue of illiteracy. Some of the main events have included:

a) a Literacy Contest in the public schools with prizes awarded for the best drawings, jingles, and slogans, some of which have been used in the K to 12 system to promote an awareness of the importance of literacy;

b) the Learners'/Practitioners' Conference from April 6 to 8, 1990, which included a recognition ceremony to honour literacy teachers and volunteers;

c) production of a booklet entitled "The Manitoba Literacy Initiative" describing literacy provision in Manitoba;

d) production of a directory of all literacy programs in Manitoba;

e) participating in the Movement for Canadian Literacy national Book Voyage, which involved learners from programs across the province submitting stories and poems to be placed in a common book;

f) awareness raising through Special Literacy Projects in the anglophone, francophone, and aboriginal communities, as well as in public schools.

At-Risk Students

A portion of the Task Force Report dealt with the issue of at-risk students and the need for more preventative measures to lower the number of drop-outs in public school and hence decrease the number of functionally illiterate adults in need of literacy training.

Efforts are being made in the K to 12 system to deal with the issue of at-risk students. Compensatory grants are provided for programs for at-risk students in areas of greatest need in rural Manitoba and Winnipeg. Children with reading, writing, and/or learning difficulties are also helped by a large number of education specialists, such as reading clinicians, resource teachers, and special education teachers. As well, the recently released High School Review included suggestions for more compulsory language instruction for all students in the higher grades.

The Literacy Office itself has not worked directly with at-risk students in the K to 12 system. The main task of the Literacy Office has been to facilitate the development and delivery of "adult" literacy programming, an area which has received little funding in the past. Thus, all grants were given to new and existing literacy programs for adults or to school divisions providing ESL instruction for adults.

The Literacy Office has had some involvement in the area of at-risk literacy. First, Devron Gaber, the Director of the Literacy Office, belongs to the Department of Education and Training's Stay-in-School Committee, which is presently deliberating about methods of accessing recently announced federal funds to increase retention rates in public schools. Second, Robin Millar, the Adult Learning Specialist, has provided a training workshop for teachers working in the public school system with at-risk students. Third, the Literacy Office provided funding for the development of several Book Bag programs in Inner City Winnipeg. Such programs are designed to promote a better reading environment in the homes of at-risk children.

Literacy Office involvement with at-risk students may increase in the coming year but will not involve funding at-risk programs because it is unlikely that such funds will be available in the Literacy Office budget. Rather, the Literacy Office staff could become more involved in training instructors of at-risk students and with developing more inter-generational literacy programs in consultation with the Inner City Initiative Branch.

Membership on Various Committees

The Literacy Office staff participated in various committees whose focus was either wholly or partially related to literacy. Such committees included:

- Apprenticeship Literacy Working Group
- Seniors Literacy Working Group
- Education in Corrections Committee
- Stay-in-School Committee
- Libraries and Literacy Committee
- Reading Council of Greater Winnipeg Award Selection Committee
- Language and Literacy Roundtable

Literacy Office Plans for 1990/91

The Literacy Office staff has developed plans for some additional literacy activities in 1990/91. These plans include:

a) The Literacy Office is seeking approval for a **Literacy Practitioner Training Certificate** which would provide certification at three levels: Introduction to Literacy Training, Competence in Literacy Teaching, and Advanced Certificate in Teaching Literacy to Adults. The purpose of the certificates would be to develop well-trained and certified practitioners working in the field of adult literacy instruction.

b) The Literacy Office has been given tentative approval to begin searching for a new location, although there is no guarantee that funding will actually be available for such a move. The plan is to move into a storefront location with the Inner City Initiative Branch in core area Winnipeg where many of the students enrolled in literacy programs reside. The Inner City Initiative Branch directs programming designed to create a better reading environment in the homes of at-risk children. It is hoped that being housed in the same quarters will allow the Inner City Initiative Branch and the Literacy Office to undertake pilot inter-generational literacy projects designed to improve both children's and adults' literacy levels.

c) In conjunction with the Distance Education and Technology Branch, the Literacy Office will pilot second level tutor training using a combination of interactive video, satellite uplink, and audio teleconferencing. This training will be especially relevant for ongoing support to programs in remote areas where practitioners would not ordinarily attend regular workshops because of their geographical location.

d) Funds have been accessed from the Secretary of State to conduct a research project exploring possible links between community-based and institutional-based literacy programming in Manitoba. The purpose of the research is to provide a proposed plan of action for the successful collaboration between and articulation of the two types of literacy programming. Such a collaboration will be proposed in terms of benefits to the learner wishing to make the transition from one type of program to another. Community colleges, the Literacy Office, and the Literacy Workers Alliance of Manitoba have formed an Advisory Committee to direct the research project. A final report should be completed by the researcher by the end of January, 1991.

Future Directions

The Literacy Office staff has met recently to discuss the Office's first year of operation and to determine what direction to recommend for future adult literacy endeavours in Manitoba. The evidence collected thus far on what constitutes quality adult literacy programming seems to point strongly towards the need for more permanent, consistently funded programs. Such programs:

a) develop a good reputation in the community and thus have waiting lists of students

b) have well-trained experienced instructors

c) develop adequate collections of appropriate learning materials for all levels of learners

d) deliver quality programming designed to meet the individual learner's needs

e) have more students whose goal is to go on to further training beyond the literacy class

f) work with more students in a given year.

The staff of the Literacy Office recommends that existing programs that are functioning successfully should receive consistent and adequate funding so that they can be strengthened over time. These programs can then serve as training centres for satellite programs that can be offered in smaller communities on a volunteer basis. At the same time, a few new major programs should be developed in areas of the province not yet served by a literacy program. The result would be a comprehensive, coordinated adult literacy system capable of serving a large number of Manitoba learners at varying levels. Such a system would be more closely tied to the postsecondary institutions so that those students who chose to take further training could progress successfully.

MANITOBA LITERACY COUNCIL - ATTENDANCE

September, 1990

Name	Date Appointed		Date Resigned
Council Members			
DUCKWORTH, Henry Chair	June, 1989	(8)	
BOON, Julia	June, 1989	(8)	
CHURCH, David	June, 1989	(0)	July, 1989
DE RUYCK, Adrien	June, 1989	(2)	February, 1990
DONOGH, Norman	June, 1989	(8)	
DORION, Philip	June, 1989	(1)	February, 1990
FREDERICKSON, Lois	June, 1989	(0)	October, 1989
GAGNÉ, Raymonde	June, 1989	(4)	
GOLUCH, Robert	June, 1989	(8)	
HUSBY, Elizabeth	June, 1989	(1)	Temporary MTS Representative
JEBB, Edwin	April, 1989	(2)	Alternate for Philip Dorion
JONASSON, Eric	November, 1989	(2)	Replacing David Church
MARTINUSSEN, Ruth	June, 1989	(1)	August, 1989
MAYO, Gordon	June, 1989	(2)	
MORDEN, Dorothy	November, 1989	(4)	Replacing Lois Frederickson
NYKOLUK, James	June, 1989	(7)	
PEARSON, Irene	June, 1989	(5)	
PRENDERGAST, Peggy	November, 1989	(5)	Permanent MTS Representative
REDDY, Strini	August, 1989	(4)	August, 1990

STAYNER, Sandy	April, 1990	(2)	Replacing Adrien De Ruyck
WALSH, Kathleen	June, 1989	(6)	
WOOD, Edward	June, 1989	(1)	

Secretaries

FAULK, Johanna	June, 1989	(2)	
GABER, Devron	November, 1989	(7)	Replacing Johanna Faulk

Recording Secretary

LAYTON, Mary-Ann	June, 1989	(9)	

NOTE: ( ) indicates number of Council meetings attended.